



### **Updates from Ofsted and the DFE April 2024**

Since September 2023, inspection outcomes published for primary schools in Essex have been as follows:

56 schools that were category 2 schools remained as category 2 schools  
2 schools that were category 3 schools remained as category 3 schools  
7 schools that were a category 1 schools remained as category 1 schools

4 schools that were category 3 schools are now category 2 schools  
3 schools that were category 4 schools are now category 2 schools

5 schools that were category 2 schools are now category 3 schools  
1 school that was a category 2 school is now a category 4 school  
5 schools that were category 1 schools are now category 2 schools

This means that of the 83 schools identified 65 remained the same, 7 improved and 11 declined.

*Please click on the links below to access documents.*

### **School inspection handbook - GOV.UK**

Updated 24 January 2024- Ofsted

In this update, Ofsted have made to the following changes to the school inspection handbook:

Paragraph 9: clarification regarding the expectations for inspectors' conduct during inspections.

Paragraph 28: clarification regarding Ofsted's role as an inspectorate of schools, and not of the specific individuals that work in them.

Paragraph 22 to 24, 97, 101, 133, 157 to 161, 162, 359, 362: clarifications on involving leaders and governors/trustees in inspections, incorporating who may attend meetings including end of day meetings, how they can contribute and how inspectors will ensure leaders are kept informed on how the inspection is progressing.

Paragraph 89, 91, 101: clarification on requesting a deferral.

Paragraph 93, 95: clarification regarding the preparatory telephone call(s) between the lead inspector and headteacher.

Paragraph 94, 482: clarification that the lead inspector will encourage the headteacher to have someone else present during the planning and educationally focused conversations.

Paragraph 96, 104 to 107: updates to reflect the information inspectors will request and discuss during the planning and educationally focused conversations and who may attend these conversations.

Paragraph 103: updates to reflect what inspectors will review and consider as part of their preparation.

Paragraph 117 to 121, 131, 143, 252, 265, 266, 317, 394, 493: clarification regarding meetings with staff, pupils and parents to reflect who may be present and how inspectors should engage with leaders and respond if they see or suspect that a staff member is upset or distressed.

Paragraph 127: new section providing clarification on our pausing policy.

Paragraph 161: clarification on where a school is judged to have serious weaknesses solely due to safeguarding, that we will return within 3 months of the publication of the graded inspection and clarification on who provisional inspection outcomes may be shared with, including people not involved in the school.

Paragraph 169, 170: clarification on when draft inspection reports are sent to schools and who they may be shared with.

Paragraph 178 to 180: updated to reflect how leaders may raise concerns both during the inspection and afterwards.

Paragraph 463: correction of minor error in the title of inadequate grade descriptors for sixth form provision

## **School monitoring handbook**

Updated 24 January 2024- Ofsted

In this update, Ofsted have made to the following changes to the school monitoring handbook:

Paragraph 6: clarification on the definition for requiring special measures.

Paragraph 12: clarification regarding inspector's conduct during inspections.

Paragraph 21: clarification regarding the timing of early monitoring inspections

Paragraph 24, 80, 140 to 142, 144: clarifications on involving leaders and governors/trustees in inspections, incorporating who may attend meetings including end of day meetings, how they can contribute and how inspectors will ensure leaders are kept informed on how the inspection is progressing.

Paragraph 78: clarifications on the notification call including, who can be present during the call, the information inspectors will ask for during the call and the process for keeping leaders informed throughout the inspection.

Paragraph 81, 83: clarification on requesting a deferral.

Paragraph 86 to 91, 111: clarification regarding meetings with staff, pupils and parents to reflect who may be present and how inspectors should engage with leaders and respond if they see or suspect that a staff member is upset or distressed.

Paragraph 93: new section providing clarification on our pausing policy.

Paragraph 137, 143, 176, 177: clarification on who provisional inspection outcomes may be shared with, including people not involved in the school and when draft reports will be shared with the school.

Paragraph 139, 184 to 186: updated to reflect how leaders may raise concerns both during the inspection and afterwards.

Paragraph 157: clarification on the wording to include in the report when a serious weaknesses monitoring inspection is deemed to be a graded inspection.

Paragraph 164, 165, 166: clarification on what inspectors will consider and report wording when an early monitoring inspection of a school graded inadequate with serious weaknesses solely due to safeguarding is deemed to be a graded inspection.

## Sir Martyn Oliver's speech at the 2024 ASCL Annual ...

8 March 2024 – Sir Martin Oliver- Ofsted's Chief Inspector

The following are excerpts from the speech

On my very first day in office, I announced 3 things:

1. an immediate package of training for inspectors on mental health awareness
2. a full response to the Coroner's inquest into the tragic, tragic death of Ruth Perry
3. a Big Listen exercise to hear from everyone we work with and for

And I have delivered on those 3 things.

1. Every lead inspector has now completed the training package, with support from Mental Health First Aid England. And every inspector used will have completed it by the end of this month.
2. We have published our full response to the Coroner's inquest following Ruth's death. We accepted her findings and responded to every single recommendation. Ruth's death was a tragedy and I am determined to do everything that I can to prevent such tragedies happening in the future. It should never happen again, and no one should ever feel as Ruth did.
3. And today we are formally launching our Big Listen, the co-construction with you, of Ofsted's future.

As well as delivering on those 3 promises:

- we have introduced a new policy on pausing an inspection
- we have made clarifications to our handbooks including setting out how leaders can raise concerns during an inspection, who can attend inspection meetings, and the sharing of provisional outcomes
- and we will shortly be publishing our response to the Education Select Committee's recent report into our work

And another small change that we are working on, is a change to our website. To show the full range of component grades at a glance, not just the overall effectiveness grade.

## Ofsted Big Listen

Published 8 Mar 2024 - Ofsted

The Ofsted's Big Listen seeks views across their work, from schools and children's social care to teacher training and early years.

They want to explore 4 areas:

- **reporting** – how they report on their education and regulatory inspections
- **inspection practice** – the shape of their education and regulatory inspections, their ways of working and the craft of inspecting
- **culture and purpose** – the conduct of their inspections and the way they work
- **impact** – the consequences of their inspections for children, professionals, institutions and parents' choices

[School inspection data summary report: news and updates](#) - Updated the inspection data summary report (IDSR) for all schools including schools with a sixth form.

[School IDSR guide](#) - Updated the IDSR for all schools including schools with a sixth form with the latest pupil movement data for 2022/23 and revised key stage 2 data.

IDSR release: 7 February 2024

- updated pupil movement data 2022/23
- revised 2023 key stage 2 data

Pupil groups:

- key stage 1 final FSM/CLA group updated with latest 2023 CLA
- key stage 2 revised FSM/CLA group added, based on latest 2023 CLA

IDSR release: 6 March 2024

- revised key stage 4 subject entries, attainment, and progress data for 2023
- revised 16 to 18 subject entries and attainment data for 2023
- revised key stage 4 and 16 to 18 destinations data for 2021/22

## OfstedNews Youtube

### How Ofsted inspects small primary schools- webinar

Published March 2024- Lee Owston- Ofsted

Hear directly from Ofsted about their approach to inspections of small primary schools. In this webinar, they consider the context of a small school, and the opportunities and challenges small primary schools may face. They also explain how Ofsted looks at the quality of education in small primary schools.

## New regulations for schools in next stage of attendance drive

Published 29 February 2024- DFE

Key guidance setting out how schools and local authorities must take a 'support-first' approach to help pupils and their families to tackle barriers to attendance will be made statutory from August 2024. The [working together to improve school attendance](#)

[guidance](#) sets expectations including regular meetings between schools and local authorities to agree plans for the most at-risk absent children.

## **Toolkit for schools: communicating with families to support attendance**

Updated 7 March 2024- DFE

1. [Ways to communicate with parents and carers about attendance](#)
2. [Methods of communication](#)
3. [Letters and emails](#)
4. [Text messages](#)
5. [Phone calls](#)
6. [Face-to-face meetings](#)
7. [About the research](#)

## **The EYFS in schools**

Updated 20 March 2024- Ofsted

In this document Ofsted answer questions from schools. They have grouped the questions for easy reading.

## **Mobile phones in schools - February 2024 - GOV.UK**

[GOV.UK](#)

[https://assets.publishing.service.gov.uk > media](https://assets.publishing.service.gov.uk/media)

Published 19 February 2024- DFE

Guidance for schools on prohibiting the use of mobile phones throughout the school day

Mobile phones are set to be prohibited in schools across England as part of the government's plan to minimise disruption and improve behaviour in classrooms.

New [mobile phones in schools guidance](#) backs headteachers in prohibiting the use of mobile phones throughout the school day, including at break times.

## **DfE Staff Wellbeing Charter - Teacher Wellbeing Resources**

Updated February 2024- DFE

### **Read the update**

Co-created with the sector, the [Education Staff Wellbeing Charter](#) sets out shared commitments to promote, protect and enhance the wellbeing of staff. The charter can be used to create a wellbeing strategy and schools are invited to [sign up](#). The DFE have published an update showing the progress they've made against their pledges in the charter, including embedding staff workload and wellbeing considerations into Government decisions.

There are a range of wellbeing support options currently available, including:

- Access to free one-to-one professional supervision for school leaders through a [funded scheme delivered by the Education Support charity](#). Over 1,400 leaders have benefitted from the support so far.
- [A grant](#) to fund school or college mental health lead training to embed an effective [whole school or college approach to mental health and wellbeing](#).

The DFE are expanding the mental health and wellbeing support for school and college leaders, and from April 2024 will begin funding a three-year mental health and wellbeing support package. The package will provide professional supervision and counselling, ensuring more school and college leaders are able to access support.

## **Staff Wellbeing Resources**

Support with measuring wellbeing Resources & tools to support staff- DFE

## **Telling the story: the English education subject report**

Updated 5 March 2024 - Ofsted

This Ofsted report evaluates the common strengths and weaknesses of English that Ofsted have seen in schools across the country. It builds on their [English research review](#), published in 2022.

## **Validated systematic synthetic phonics programme providers**

Updated 21 March 2024- DFE

## **Leading behaviour and culture national professional ...**

Updated 21 March 2024- DFE

A course to help teachers learn how to create a culture of good behaviour and high expectations in which staff and pupils thrive. Starts Autumn 2024

This course is suitable for all teachers and leaders who are, or want to be, involved in developing and implementing behaviour and wellbeing strategies in their school.

This course is also suitable for other specialised roles including:

- behaviour management lead
- special educational needs co-ordinator
- welfare management manager
- pastoral team lead
- key stage and phase leaders
- social, emotional and mental health lead

[Funding](#) to cover the course fees for this NPQ is available for teachers and school leaders in many state-funded settings in England.

## **Leading literacy national professional qualification**

Updated 21 March 2024- DFE

This one year course is for teachers and middle leaders who have, or want to have responsibilities for leading literacy across a school, year group, key stage or phase. Starts Autumn 2024

[Funding](#) to cover the course fees for this NPQ is available for teachers and school leaders in many state-funded settings in England.

## **Leading primary mathematics national professional ...**

This one year course is for:

- teachers and leaders with responsibility for leading maths across a primary key-stage or school, or those who want to have this responsibility
- teachers familiar with mastery approaches to teaching primary maths, who want to improve leadership skills in this area
- school subject leaders already engaged in the primary [Teaching for Mastery programme](#) or similar programme. Starts Autumn 2024

[Funding](#) to cover the course fees for this NPQ is available for teachers and school leaders in state-funded settings in England.

## **National Professional Qualification (NPQ): Leading ...**

Updated 21 March 2024

A course to help teachers learn how to lead the teaching and learning of a subject, year group or phase. Starts Autumn 2024.

This one year course is for teachers and middle leaders who have, or want to have, responsibilities for leading teaching in a:

- subject
- year group
- key stage
- phase

[Funding](#) to cover the course fees for this NPQ is available for teachers and school leaders in state-funded settings in England.

## **Leadership NPQs**

[Headship](#) - become an expert school leader and outstanding headteacher

[Executive leadership](#) - develop the expertise to run a multi-school organisation and lead change and improvement

[Early years leadership](#) - manage your staff and organisation to provide high-quality early years education and care

[Special educational needs co-ordinator \(SENCO\)](#) – perform a SENCO role effectively and set the strategic direction of special educational needs policy in a school. Courses will begin in autumn 2024.

[Funding](#) to cover the course fees for these NPQs is available for teachers and school leaders in state-funded settings in England.

## **DfE support available to enhance your literary teaching- March 2024**

### **Engage with your local English Hub**

English Hubs offer schools in England funding for phonic resources and books as well as free support with teaching early reading. To book an audit, or find out what support you can access, contact your local English Hub.

**Contact your local English Hub**

### **The Reading Framework**

The Reading Framework provides practical support and guidance on teaching the foundations of reading, to help schools improve reading for all pupils from Reception through to key stage 3. It includes guidance on how to create a school reading culture as well as advice on how to make reading accessible and attractive to children.

**Access the reading framework**

## **Work with parents to support reading for pleasure at home- March 2024**

[World Book Day](#), [National Literary Trust](#), [The Centre for Literacy in Primary Education](#), and [The Open University](#) ran a webinar for teachers on how to engage parents with reading for pleasure behaviours.

**Watch a recording of the webinar**









